GRAMMATICAL ERRORS IN ENGLISH MADE BY GRADE 2–4 PUPILS AND THEIR SOURCES IN THE UZBEK LANGUAGE

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Abstract. This paper examines the typical grammatical errors made in English by primary school pupils educated in Uzbek. For each error, its source in the Uzbek language is indicated. The observations were carried out in the author's own classes.

Keywords: interference, grammatical error, primary school, mother-tongue influence, English language.

Every teacher who teaches English in primary school hears the same errors again and again. I have cat. She is my brother. My father doctor. These sentences are not accidental. They come from the child's mother tongue. Uzbek has no articles, no gender, and no copula in the present tense. When a child speaks English, they carry over these very "no"s of Uzbek.

In the scholarly literature this phenomenon is called interference. U. Weinreich defined it as the transfer of the norms of one language into the other in the speech of a bilingual person [1]. R. Lado, in turn, said that errors can be predicted by comparing the two languages [2]. These two ideas were put forward seventy years ago, but in the context of the Uzbek school, especially in primary classes, they have not yet been tested in practice.

In the first quarter of the 2025–2026 school year, I recorded the pupils' oral answers in the 2nd and 4th grades that I teach myself. This is not a large experiment, just an ordinary teacher's observation. About 55 children in total, approximately 400 sentences. I grouped the errors according to their source in the Uzbek language. The six most frequent ones are in the table.

Table. Typical grammatical errors and their source

Error	Example	Cause in the Uzbek language
The article is dropped	I have cat	There is no category of article in Uzbek
he / she are swapped	She is my brother	In Uzbek, u is used for both genders
The copula is dropped	My father doctor	In Uzbek, the copula is not used in the present tense
The verb falls to the end of the sentence	I book read	In Uzbek, the sentence structure is subject–object–predicate

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Error	Example	Cause in the Uzbek language
The plural -s is dropped	two cat	In Uzbek, a noun used with a numeral stays in the singular (ikki mushuk)
The preposition is wrong or missing	I go school	In Uzbek, a case suffix is used instead of a preposition (maktabga)

Each error in the table goes back to a specific feature of the Uzbek language. This confirms Lado's view. But one thing caught my attention. In the 2nd grade almost every child makes the article error, while in the 4th grade half of them do. The he/she error, on the contrary, has not decreased even in the 4th grade. So some errors disappear by themselves over time, while others remain unless they are specifically worked on. Determining which one belongs to which group is the task of future work.

Another observation. Children often make the error knowingly. If you ask, they say "a cat" correctly, but within a sentence they again say "I have cat". This is not what S.P. Corder called an error, but a mistake [3]. The two should be treated differently. The first has to be taught, while the second has to be practised many times.

From these observations I came to the following conclusion. To correct the grammatical errors of primary school pupils, one must first know their source, and then a separate system of exercises is needed for each error. When there are more than 30 children in a class, it is difficult to do this by hand. Therefore, at the next stage it is planned to create a web platform that automatically detects these errors and gives each child exercises suited to them.

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